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ABSTRACT

This operational handbook begins with a history of the Partnership for Academic and Career Education (PACE). Section II focuses on tech prep programs--definition, purpose, and goals and advanced standing components. Section III describes the organization and function of PACE. These components are included: coordinating board, curriculum committee, counseling committee, ad hoc committees, and administrative staff. Section IV explains decision-making structures. Section V addresses funding. Attachments include listings of coordinating board members, curriculum committee members, counseling committee members, and Tech Prep Consortium Planning Team members and graphic representations of the tech prep curriculum model and the approach used to support tech prep program development, such as a diagram of the PACE tech prep initiative, diagram of program components, program model, and sample program flowchart. (YLB)

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Partnership for Academic and Career Education

OPERATIONAL HANDBOOK

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PACE Consortium Operational Handbook

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(Revised September, 1991; approved by the PACE Coordinating Board 1/31/92)
Replaces previous edition dated September 1988

SECTION I - HISTORY

Just prior to the 1985 publication of Dr. Dale Parnell's book, The Neglected Majority, business and education leaders from Anderson, Oconee and Pickens counties began meeting to discuss a number of important issues facing the local community. These issues related to school dropout rates, increasing demands from local employers for more skilled technicians and insufficient numbers of technical college graduates to meet growing needs. These early discussions were the result of efforts by Dr. Don C. Garrison, president of Tri-County Technical College, to bring together some key decision-makers in an attempt to identify areas of mutual concern and to discuss the merits of a new, coordinated secondary/postsecondary program proposed in Parnell's forthcoming book. (Because of a close, long-standing professional association with Dr. Parnell, the concepts featured in The Neglected Majority were well-known to Dr. Garrison prior to the book's publication, and as a result, were shared and discussed in advance with area business and education leaders.)

During the fall of 1986 and the spring of 1987, several meetings were held involving the seven area school superintendents, staff of Tri-County Technical College and representatives of local businesses. These meetings focused on the worth of forming an organization to facilitate the development of "2+2/Tech-Prep/Associate Degree" programs, as proposed by Dale Parnell, between the seven school districts and Tri-County Technical College. Interest and support were strong enough that, in May of 1987, a thirteen-member Coordinating Board was named and the Partnership for Academic and Career Education (PACE) was established. The original partners were the five Anderson County School Districts, the School District of Pickens County, the School District of Oconee County, the National Dropout Prevention Center at Clemson University, the ACCTion Consortium, Tri-County Technical College and three industry partners representing major manufacturing companies in each county.

The original PACE organization involved the Coordinating Board, an Advisory Council, eight work groups (Schools/College/Business and Industry Coordination, Vocational Articulation, Career Guidance Coordination, Curriculum Coordination and Assessment, Student Self-Esteem, Inservice/Staff Development, Resource Development, and Evaluation and Follow-Up), and a small administrative staff comprised of a half-time executive director and a half-time secretary. Tri-County Technical College provided some start-up money, office space and other support for the PACE administrative staff.

There have been three chairs of the PACE Coordinating Board since the Consortium was formed. The first chairperson was Dr. William E. Chaiken (1987-89), then superintendent of Anderson School District Four. The second chair was Mr. Roy H. Herron (1989-91), superintendent of Anderson School District Three. The current chair is Dr. Karen C. Woodward (1991-93), superintendent of Anderson School District Five. Current members of the PACE Coordinating Board are listed in **ATTACHMENT A.**

The PACE Consortium and the Tech Prep initiative were introduced to the public on October 19, 1987 with an inaugural dinner held on the campus of Tri-County Technical College. Several hundred persons from the local community attended the dinner which featured a keynote address by Dr. Dale Parnell.

SECTION II - TECH PREP PROGRAMS

Definition, Purpose and Goals. The PACE Consortium facilitates the development of Tech Prep (PREParation for TECHnologies) programs in Anderson, Oconee and Pickens County schools. The PACE partners believe that Tech Prep programs can help motivate more young people to graduate from high school, to pursue occupational training at two-year colleges, and to enter the local workforce with better academic and job-related skills. The PACE partners also believe that Tech Prep provides a viable educational alternative for the high numbers of students who are not planning to pursue baccalaureate studies after high school.

Tech Prep is a sequenced program of academic and vocational studies preparing students to enter a two-year college occupational degree program or to enter the workforce directly after high school graduation. In preparing students for postsecondary studies, Tech Prep links high school and two year college programs eliminating "gaps" and "overlaps" to provide enhanced academic and vocational skills for mid-level technology careers* in industrial/engineering technology, business, health, and public service fields.

Tech Prep targets primarily high school students in the general education track--the curriculum which has historically enrolled up to 50% of students in the nation's public schools, has produced the greatest number of school dropouts, and has inadequately prepared students for either the workforce or postsecondary education. However, because Tech Prep emphasizes the blending of academic and vocational studies in high school and a stronger applied academic curriculum, students in traditional vocational education programs are also considered Tech Prep students.

The goals of Tech Prep are to:

1. Increase the skill levels of high school math, English and science courses in the general education track.

2. Increase students' motivation to learn academic concepts by using career-related examples from business, industrial/engineering technology, health, and public service fields in the teaching of academic courses.

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* Careers which require some vocational training up to an associate's degree for entry and/or to qualify for advancement.

3. Provide a coordinated, sequenced series of academic and vocational courses starting in grade 9 and continuing through completion of two-year college occupational certificate, diploma or associate degree programs.

4. Motivate more students to graduate from high school by making their high school studies more "hands on" and more relevant to the world of work.

5. Raise the self-esteem level of general and vocational (i.e., Tech Prep) students by enabling them to identify with a program that has direction, status, and visible support from local employers;

6. Encourage students to develop a technology-skills base by completing high school vocational/occupational courses.

7. Increase students' level of academic and vocational preparedness to enter two-year college occupational degree programs without remediation or to enter the workforce directly after high school.

8. Motivate more high school students to pursue postsecondary education by enabling those that qualify to earn Tri-County Technical College credit for equivalent vocational or occupational courses (called Technical Advanced Placement).

9. Increase students' understanding of mid-level career opportunities through their academic studies and through specialized counseling activities.

10. Increase the number of graduates from two-year college occupational degree programs (i.e., programs with the primary goal of preparing graduates for the workforce).

11. Increase the number of potential employees for the local workforce who possess job-related, academic, teamworking and critical thinking skills.

All PACE Consortium schools are committed to providing students with maximum educational opportunities and access to a variety of career pathways. Therefore, Tech Prep programs are being developed so there is flexibility between the Tech Prep and College Prep options and so that, through advising activities, students are encouraged to take the highest level of coursework they are capable of handling successfully (i.e., some Tech Prep students may be taking all College Prep courses and blending them with vocational electives if their intention is to pursue a mid-level technology career). In addition, students are advised of their options should they change their minds and decide to enter a baccalaureate degree program. Opportunities to transfer from two-year occupational and University Transfer programs are explained to all Tech Prep students and their parents.

The PACE staff, in cooperation with participating schools and members of the business community, have developed several graphic representations of the curriculum model and the approach used to support Tech Prep program development. These graphics are included in **ATTACHMENT B.**

Advanced Standing Components. The Tech Prep initiative in Anderson, Oconee and Pickens counties involves two advanced standing components: Technical Advanced Placement (articulation) and Technical Advanced Study (college courses for high school seniors). All seven districts participate in Technical Advanced Placement (TAP); currently only Anderson Districts Three and Five participate in the Technical Advanced Study (TAS) option where selected high school seniors take one or two courses at Tri-County Technical College each term. These two advanced standing components are the only areas of Tech Prep programs where formal "agreements" have been developed between the College and local school districts (see Section IV--Decision-Making Structures).

SECTION III - ORGANIZATION AND FUNCTION

The PACE Consortium was formed as an affiliation of educational and business/community organizations to expand the educational and career opportunities available to local students through the establishment of Tech Prep (PREParation for TECHnologies) programs.

The PACE organization currently consists of a Coordinating Board, a Curriculum Committee, a Counseling Committee and a small administrative staff. With the exception of the Coordinating Board, all organizational components function solely as facilitating/networking units for the Tech Prep initiative, not as decision-making groups. An explanation of the decision-making structures is included in Section IV.

Coordinating Board

Purpose. The Coordinating Board serves as the management body for the PACE Consortium. The Board sets general policy, oversees the activities of the staff, decides on funding issues, ensures adequate communication within member institutions, oversees progress toward meeting established program goals and acts on other general issues affecting the Consortium and the area's Tech Prep initiative.

Membership and Terms of Service. The chairperson of the Coordinating Board is elected by the membership and serves a two-year term. The PACE Board chair coordinates three yearly meetings and any "Requests for Action" which come before the membership. The chair is also involved in selecting/approving any professional staff hired to support Consortium activities and presents selections to the Board for approval. In addition, the PACE Board chair maintains close contact with the Executive Director, assists with orientation programs for new Board members, represents the Consortium at periodic public relations functions and oversees major activities of the

Consortium staff. (See subsection entitled, "PACE Administrative Staff.") The chairperson may, at any time, call an additional meeting of the full PACE Board should he/she determine it to be necessary.

The Board also elects a three-person Executive Committee from its membership. Two members of the Executive Committee agree to serve one-year terms and the third member agrees to serve a two-year term so there is continuity on the Executive Committee. The PACE Executive Committee may be called into session by the Board chairperson to recommend action on issues when the full Board cannot easily be called together or when full Board action is deemed unnecessary by the chairperson. Current members of the PACE Executive Committee are Dr. Reginald Christopher (1991-92), Mr. Tom Barron (1991-92) and Mr. James Brown (1991-93).

When the PACE Coordinating Board was first established, membership by the seven school superintendents and the president of Tri-County Technical College was considered "permanent" by virtue of their positions and the critical participation of their schools to the Tech Prep initiative. Other key members in the early days of the Consortium were invited to join the Board because of their support and active involvement in forming the Consortium. Since that time, the membership has nominated and invited numerous community and business leaders to join the Board. Of the current PACE Board members, only three members remain from the original group due to retirements, employment relocations and other reasons. Current members of the PACE Coordinating Board include:

District School Superintendents (7)
President, Tri-County Technical College
Director, National Dropout Prevention Center at Clemson University
Executive Director, Anderson County Business & Education Partnership
Director, The Career Center/Anderson Districts One & Two
Associate Dean, College of Education, Clemson University
Store Manager, JCPenney Co. (Anderson Co.)
Human Resource Manager, Milliken Corp., Honea Path (Anderson Co.)
Quality Assurance Manager, Oconee Nuclear Station (Oconee Co.)
Human Resource Manager, Cascade Corporation (Oconee Co.)
Hospital Administrator, Cannon Memorial Hospital (Pickens Co.)
Safety Director, Alice Manufacturing Company and member, South Carolina House of Representatives (Pickens Co.)

Terms of service on the PACE Board vary from permanent to rotating appointments. Because of the nature and purpose of the PACE Consortium, membership by the school superintendents and the president of Tri-County Technical College are considered permanent appointments. All other members are asked to serve a three-year term and are given the opportunity to rotate off the PACE Board at the end of each term if they should desire. Additional, consecutive terms are often encouraged to maintain continuity. (Because of

naturally occurring circumstances such as retirements, employment transfers and other factors, staggered terms of service have not been established.)

When new members are invited to join the PACE Board, the Board Chairperson and the Executive Director provide a brief orientation to the Consortium, the role of the PACE Board and the goals/purposes of the local Tech Prep initiative.

Policies and Procedures. The Coordinating Board shall be responsible for the establishment of the goals and objectives to be accomplished by the PACE Consortium.

The Coordinating Board shall elect from its membership a Chairperson to serve for a term of two years. The office of Chairperson may, if determined by the membership, be extended to an additional, consecutive two-year term to be followed by the election of a new Chairperson.

A quorum of 50% of the full Board membership shall be required for the conduct of business, each member being entitled to one vote. Routine business shall be conducted on the basis of a majority vote of the members present at the meeting. Matters concerned with the allocation of resources shall require a majority vote of the membership, or approval of the full membership to have the action determined by members of the Board's Executive Committee. In matters requiring full Board approval, proxy votes shall be accepted.

The Coordinating Board shall establish systematic methods for monitoring the progressive accomplishment of general goals and objectives for the area's Tech Prep initiative and for evaluating program outcomes.

The Executive Director will be appointed by the Coordinating Board and will serve as the chief administrative officer of the Board. The Executive Director will present qualifications of prospective, professional Consortium staff to the Board or members of the Executive Committee for approval. Tri-County Technical College will serve as the fiscal agent for the Consortium enabling PACE staff to function as state employees, subject to all employment policies and procedures of the College and the state of South Carolina. Programmatically the Executive Director will report to the PACE Board, organizationally he/she will report to the President of Tri-County Technical College.

The Coordinating Board shall invite into its membership business/industry and/or community agency partners representative of the three counties. Members of local businesses and industries shall also be representative of the four career cluster areas supported by the Tech Prep initiative (technical/manufacturing, health, public service and business technologies). These representatives shall serve three-year terms with the option to continue their involvement should they and the PACE Board desire.

The PACE Coordinating Board shall meet three times during each academic year, usually the last Friday of September, January and April. Special meetings may be called by the PACE Board Chairperson. Meeting locations are rotated among member sites.

Curriculum Committee

Purpose and Membership. The PACE Curriculum Committee is a networking group established to share information on successful practices, discuss issues of mutual concern and identify possible solutions, provide guidance to the PACE staff on curriculum development needs and other concerns, oversee the articulation process between the school districts and Tri-County Technical College, inform others in their respective institutions of PACE/Tech Prep activities, identify faculty/staff development needs, determine/review evaluation activities and to provide input on promotion activities for the Consortium. A list of current members is included in **ATTACHMENT A**; by title, the membership includes:

Assistant Superintendents or Directors of Instruction (7)
Dean of Instruction, Tri-County Technical College
Division Chairpersons, Tri-County Technical College (5)
Career Center Directors/Assistant Directors (3)
District-level Vocational Directors (2)
Employment Manager, Anderson Memorial Hospital (Anderson Co.)
Human Resources Manager, Milliken/Peerless Plant (Anderson Co.)

Procedures. The PACE Curriculum Committee shall elect from its membership a chairperson to serve a two-year term. The membership may elect to have a chairperson serve additional, consecutive two-year terms. The first chairperson of the PACE Curriculum Committee (1987-1991) was Mr. Jeff Radnor, Assistant Superintendent for Instruction, Anderson School District Three. The current chair (1991-93) is Mr. Wayne Fowler, Assistant Superintendent for Instruction, Anderson School District One.

The chairperson shall call meetings three times during each academic year. The membership shall determine the meeting locations. (Since its inception, the committee has elected to meet on the campus of Tri-County Technical College.) The chairperson shall set the agendas for the meeting, invite guests to share information and/or materials of interest, and direct the PACE Assistant Director/Curriculum Developer to prepare materials and other arrangements needed for all meetings.

Counseling Committee

Purpose and Membership. The PACE Counseling Committee was established in the Spring of 1989. The purpose of the committee is to share successful practices, discuss issues of mutual concern and identify possible solutions, provide guidance to the PACE staff on inservice needs for counselors that the Consortium could address,

participate in development of special projects* that support the Tech Prep initiative, to inform others in their respective institutions of PACE/Tech Prep activities, and to identify and participate in other endeavors of interest and use to the membership. A list of current members is included in **ATTACHMENT A**; by title, the membership includes:

Directors of High School Guidance (7)
High School Counselors representing the three counties (4)
Counselors representing area alternative schools (1)
Middle/Junior High School Counselors representing the three counties (3)
Career Counselor, Westside High School
Occupational Specialist, Walhalla High School
Occupational Specialist, Walhalla Middle School
Career Center Counselors (3)
Coordinator, At-Risk Student Programs, Anderson District Four
Career Development Counselor, Tri-County Technical College
Director of Human Resources, Central Textiles (Pickens Co.)
Human Resources Manager, Ryobi Motor Products (Anderson Co.)

Procedures. The PACE Counseling Committee shall elect from its membership a chairperson to serve a two-year term. The membership may elect to have a chairperson serve additional, consecutive two-year terms. The first chairperson of the PACE Counseling Committee (1989-1991) was Mrs. Bert Kelley, Director of Guidance, Westside High School (Anderson School District Five). The chairperson elected for the 1991-93 term was Mrs. Annette Craig who recently became Director of the B.J. Skelton Career Center (Pickens County Schools). Because of the demands of Mrs. Craig's new position, another chairperson for the Counseling Committee was elected at the winter meeting. The current chair for the remainder of 1992 through spring of 1994 is Mr. Wayne Pendergrass, Director of Guidance at Liberty High School (School District of Pickens County).

The chairperson shall call meetings three times during each academic year. The membership shall determine the meeting locations. (Since its inception, the committee has elected to meet on the campus of Tri-County Technical College.) The chairperson shall set the agendas for the meeting, invite guests to share information and/or materials of interest, and direct the PACE Counselor/Industry Liaison to prepare materials and other arrangements needed for all meetings.

PACE Ad Hoc Committees

During the spring of 1991, the PACE Consortium convened an ad hoc committee for the purpose of developing a major grant proposal to the S.C. Department of Education's Office of Occupational

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* Special projects to-date have included providing input to the development of a career awareness brochure on mid-level technologies, design of Tech Prep textbook cover (still in progress), and in 1991-92, the identification and selection of a core resource collection on mid-level technology careers.

Education. This committee, called the Tech Prep Consortium Planning Team, was comprised of 22 key individuals from all seven school districts, The Career Center and Tri-County Technical College. The committee members worked with representatives from their own institutions to develop three-year Tech Prep plans by site and helped blend all components into a comprehensive, cohesive proposal for the PACE Consortium. This committee will, for the foreseeable future, continue to meet periodically to address key issues associated with the state Perkins Tech Prep Consortium grant. A list of current members is included in **ATTACHMENT A**; by title, the membership includes:

Assistant Superintendent for Instruction, Anderson District One
Director of Curriculum, Anderson Two
Director of Guidance, Belton-Honea Path HS (Anderson Two)
Assistant Principal for Instructional Programs, Belton-Honea Path HS (Anderson Two)
Director, The Career Center (Anderson One and Two)
Assistant Director, The Career Center
Counselor, The Career Center
Assistant Superintendent for Instruction, Anderson Three
Director of Special Programs, Anderson Three
Principal, Crescent High School (Anderson Three)
Director of Curriculum, Anderson Four
Director of Vocational Education, Pendleton High School (Anderson Four)
Assistant Superintendent for Instruction, Anderson Five
Director of Vocational Education, Anderson Five
Director of Secondary Education, Oconee County Schools
Director, Fred P. Hamilton Career Center (Oconee Co.)
Director of Curriculum, Pickens County Schools
Director of Vocational Education, Pickens County Schools
Director, B.J. Skelton Career Center (Pickens Co.)
Executive Vice President, Tri-County Technical College
Director of Fiscal Affairs, Tri-County Technical College
Director of Grants and Proposals, Tri-County Technical College
Chairperson, Business and Human Services Division, Tri-County Technical College
Tech Prep Coordinator, Tri-County Technical College
(PACE staff)

Beginning in the fall of 1991, the PACE staff will coordinate meetings of high school teachers, by subject area, who teach applied academic courses in the three counties. The purpose of these meetings will be to allow the sharing of successful practices, identify areas of concern and possible solutions, and to enable teachers to network with their colleagues. While these meetings will not be considered part of the formal PACE committee structure, the Consortium staff believe they will provide an important support system to teachers in the tri-county area. College faculty and district/school administrators will also be invited to participate and contribute to these networking sessions.

PACE Administrative Staff

Positions and Responsibilities. The PACE administrative staff currently consists of three full-time positions: Executive Director, Associate Director/Curriculum Developer and Administrative Assistant. The staff also includes another professional, the Counselor/Industry Liaison, who works half-time for the PACE Consortium and half-time for Tri-County Technical College as the Director of Cooperative Education. A fourth full-time professional staff person was released from her teaching duties at Tri-County Technical College to work as the PACE Instructional Specialist from December 1, 1990 through May, 1991. This position was a temporary one funded through a state grant. Salaries for the PACE staff are currently funded through Tri-County Technical College. Offices for the administrative staff are located on the Tri-County campus.

The primary responsibility of the PACE staff is to assist all Consortium partner schools in Anderson, Oconee and Pickens counties to develop Tech Prep programs that meet the needs, goals and resource capabilities of the member institutions. The staff serve as facilitators in blending the secondary, postsecondary and business/community components of comprehensive Tech Prep programs. Duties of the PACE staff are to:

- provide technical assistance to school/district and College personnel;
- identify, develop and/or disseminate curriculum, counseling and other program materials;
- participate on district, school and College-level Tech Prep planning teams;
- plan, develop and/or co-coordinate staff development activities;
- assist College faculty to develop, implement and monitor articulation and other advanced standing opportunities between Tri-County and the partner schools;
- coordinate the development of state and federal grant proposals and other types of funding proposals;
- develop promotional materials and activities for the Consortium and assist with the development of district, College and/or school-level promotional materials and activities;
- assist all PACE committee chairpersons with planning and arranging quarterly and other meetings;
- develop/coordinate activities such as curriculum development, staff development programs, career/guidance materials and new school-to-work transitions activities which involve the direct participation of area business and industry personnel.

SECTION IV - DECISION-MAKING STRUCTURES

As described earlier, the PACE Coordinating Board functions as the management body for the Consortium setting general policies and

procedures and deciding on funding and other issues affecting the PACE partnership. All other PACE entities, the Counseling and Curriculum Committees and the administrative staff, serve in a facilitating capacity for the development of Tech Prep programs.

Decisions regarding curriculum, counseling and other support components of Tech Prep programs, on both the secondary and postsecondary levels, are made entirely through the established decision-making structures at each institution. The PACE staff work with member school districts and Tri-County Technical College in accordance with the preferences of each institution. In all cases, the staff work through a key contact person, or persons, in each district, and the College, to coordinate activities and to facilitate program development.

The PACE Consortium supports an individualized approach to designing and implementing Tech Prep programs. While the goals are consistent across the tri-county area, the program design is adapted to meet the needs of individual districts and/or schools. The PACE staff serve as support persons for district/College coordinators and work diligently to understand the needs, philosophies, personalities and aspirations of each partner school for their Tech Prep programs. In addition, the staff consider themselves "team members" of each school's planning group and, at all times, work to maintain appropriate levels of trust and confidentiality.

Decision-making procedures related to the advanced standing components of the area Tech Prep initiative are considerably more detailed and more formal than are other aspects of the initiative. The only signed agreement between the College and the seven school districts was developed in 1986 and is referred to as the "Memoranda of Agreement." This document, signed by the Board chairpersons of each district and Tri-County Technical College, is the enabling agreement which permits articulation between the institutions. The articulation process identifies equivalent course competencies on the high school and College levels and enables qualified students to earn Tri-County Technical College credit, thereby granting students advanced standing in College programs. Specific procedures have been designed for developing articulation agreements, approving them and implementing them. Articulation agreements are not signed documents as the established validation process for awarding credit is sufficient and has, thus far, been satisfactory to all involved.

The Technical Advanced Study component of Tech Prep, initiated in the spring of 1990 by the School District of Anderson District Five, functions under a written, approved agreement between Tri-County Technical College and the school district.

There have been no efforts to establish formal, signed agreements between the school districts, the College and other PACE partners to facilitate the Tech Prep initiative. Because each partner institution makes its own decisions concerning program implementation, the only structure required is one which serves a coordinating/support function for the member institutions. The PACE

Consortium was established to fulfill that requirement.

SECTION V - FUNDING

A number of grants totaling $734,464 have supported PACE and Tech Prep activities from 1987 to the present. Information describing these grants is included below.

- The Sears & Roebuck Foundation and the American Association of Community and Junior College's Keep America Working Project for planning activities ($2,000 for 1986-87);
- Appalachian Regional Commission for a project entitled, "Improving Retention of High School Juniors and Seniors Enrolled in General Education" ($53,060 for 1987 to 1988);
- S.C. Commission on Higher Education for "Teaching Mathematics for the Technologies" ($15,000 for 1987-88);
- U.S. Department of Education/Fund for the Improvement of Postsecondary Education for initial organization, program development and implementation in a project entitled, "Partnership for Academic and Career Education" ($209,404 for 1987-1990);
- S.C. Department of Education/Sex Equity Mini-Grant Programs for "A Project to Promote Sex-Equity in the Selection of Vocational and Technical Careers by High School Students" ($5,000 for 1988-1989);
- The Sears & Roebuck Foundation and the American Association of Community and Junior College's Keep America Working Project to establish the AACJC National Tech Prep Clearinghouse ($10,000 for 1988-89);
- The S.C. State Board for Technical and Comprehensive Education to fund a statewide Tech Prep technical assistance project ($22,000 from December 1, 1990 to June 30, 1991);
- S.C. Department of Education/Sex Equity Mini-Grant Programs for the "PACE Summer Institute: Technical and Industrial Career Opportunities for Women in the Tri-County Area" ($30,000--5,000 per year for 1987-1992);
- S.C. Department of Education/Sex Equity Mini-Grant Programs for "Sex Equity Career Resource Core Collection in Mid-Level Technologies" ($5,000 for 1991-92).
- The BellSouth Foundation for development of postsecondary components of Tech Prep at Tri-County Technical College ($145,000--$72,500 per year for 1991-93).

- The S.C. Department of Education and the S.C. Board for Technical and Comprehensive Education to support Tech Prep development activities; monies awarded through the state's Carl D. Perkins Tech Prep allocation ($238,000 from December 13, 1991 through June 30, 1992).

Currently, staff salaries and operational costs for the Consortium are being funded by Tri-County Technical College. Costs for joint projects, such as publishing Tech Prep/Career Planning Guides and other materials, are shared by the participating district and the PACE Consortium or funded through consortium grants. All seven school districts have written, and received, state grants to support the implementation of new applied academic courses. In addition, districts have provided funds to support staff training, local curriculum development and other activities related to the implementation of their Tech Prep programs.

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(September, 1992)

PARTNERSHIP FOR ACADEMIC AND CAREER EDUCATION
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(1992-93)

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Piedmont, SC 29673
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Mrs. Patricia Cockfield
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Mrs. Betty Crenshaw
Director of Guidance
Pickens High School
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Pickens, SC 29671
878-8730

Mr. John Dickson
Guidance Counselor
T.L. Hanna High School
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885-5007

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Guidance Counselor
McCants Middle School
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Anderson, SC 29624
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Mrs. Barbara Hutchins
Director of Guidance
Walhalla High School
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Youth Apprenticeship Coordinator
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Ms. Joanne Vickery
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(August, 1992)

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Assistant Superintendent for Instruction
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Anderson, SC 29622
260-5000

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Dean of Instruction
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(August, 1992)

PARTNERSHIP FOR ACADEMIC AND CAREER EDUCATION
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Oconee Nuclear Station
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College of Education
Clemson University
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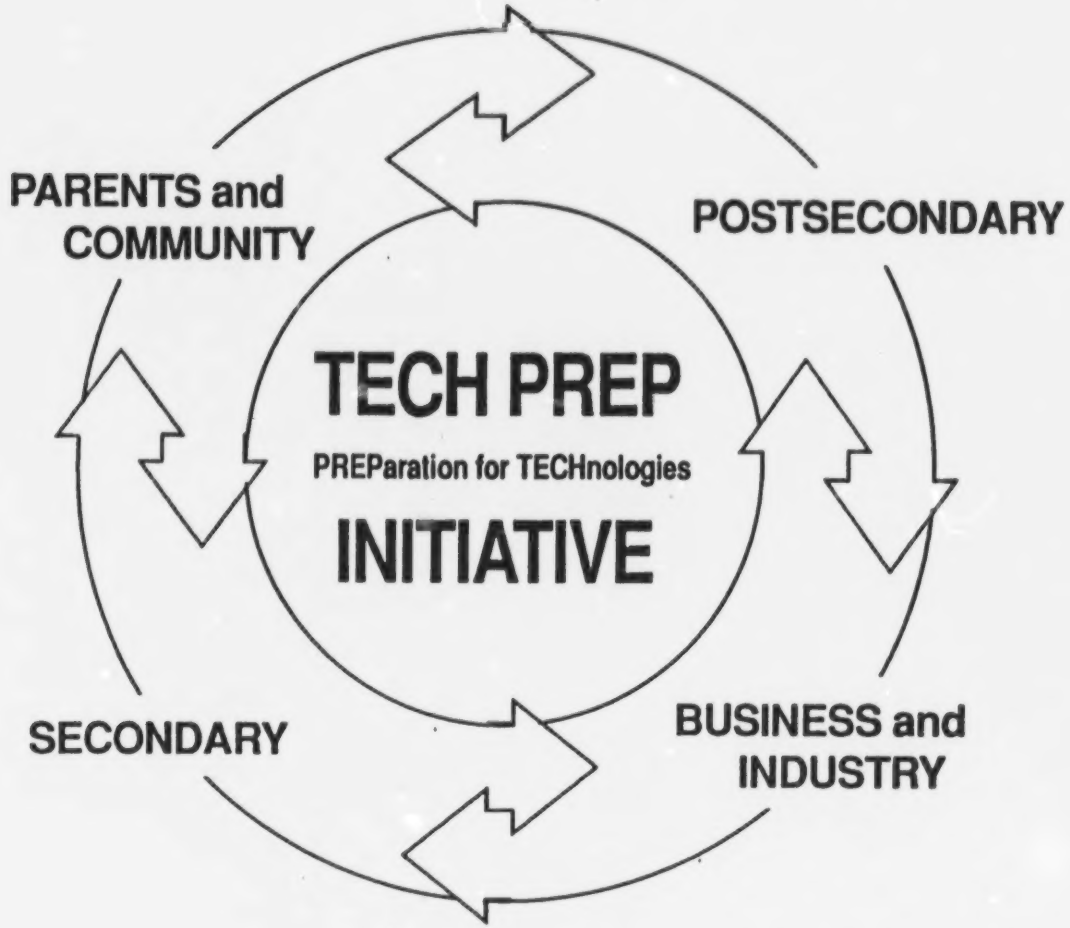
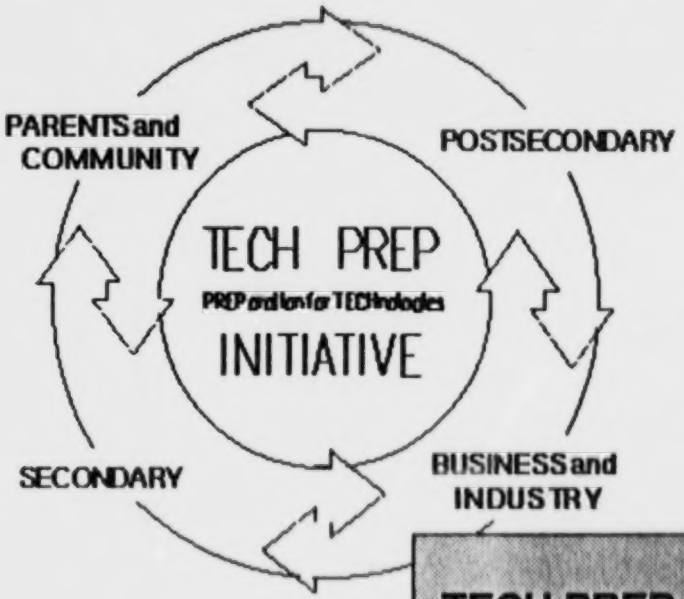
(Vacant)
Anderson County Business Rep.

(6/29/92)



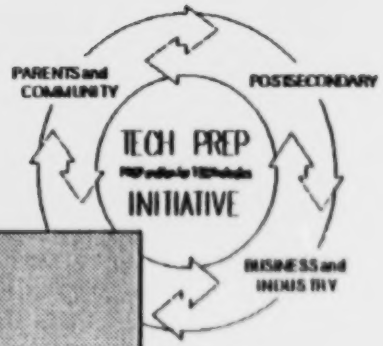
ATTACHMENT B

Partnership for Academic and
Career Education
P.O. Box 587
Pendleton, SC 29670
(803) 646-8361, ext. 2107



TECH PREP: AN INTEGRATED APPROACH TO REFORM

- Restructuring curricula to meet changing needs
- Improving methods of teaching and counseling
- Increasing students' achievement and career/college options
- Responding to employers' needs for skilled technicians
- Promoting parent/community support for student success

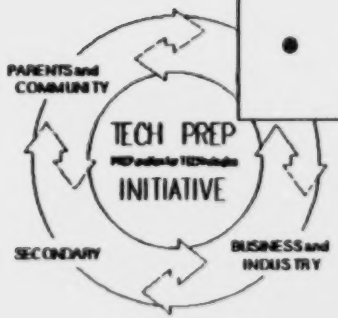


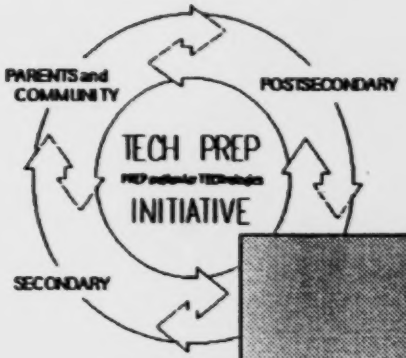
SECONDARY

- Enhancing/developing curricula including links with middle school and community college
- Improving teaching and counseling methodologies and materials
- Integrating academic and vocational studies
- Providing incentives for students to graduate and continue their education

POSTSECONDARY

- Improving teaching methodologies
- Enhancing articulation (secondary to two-year, two-year to four-year)
- Enhancing/developing curricula and interfacing programs with changing technologies
- Improving counseling, job placement, student support and transition activities



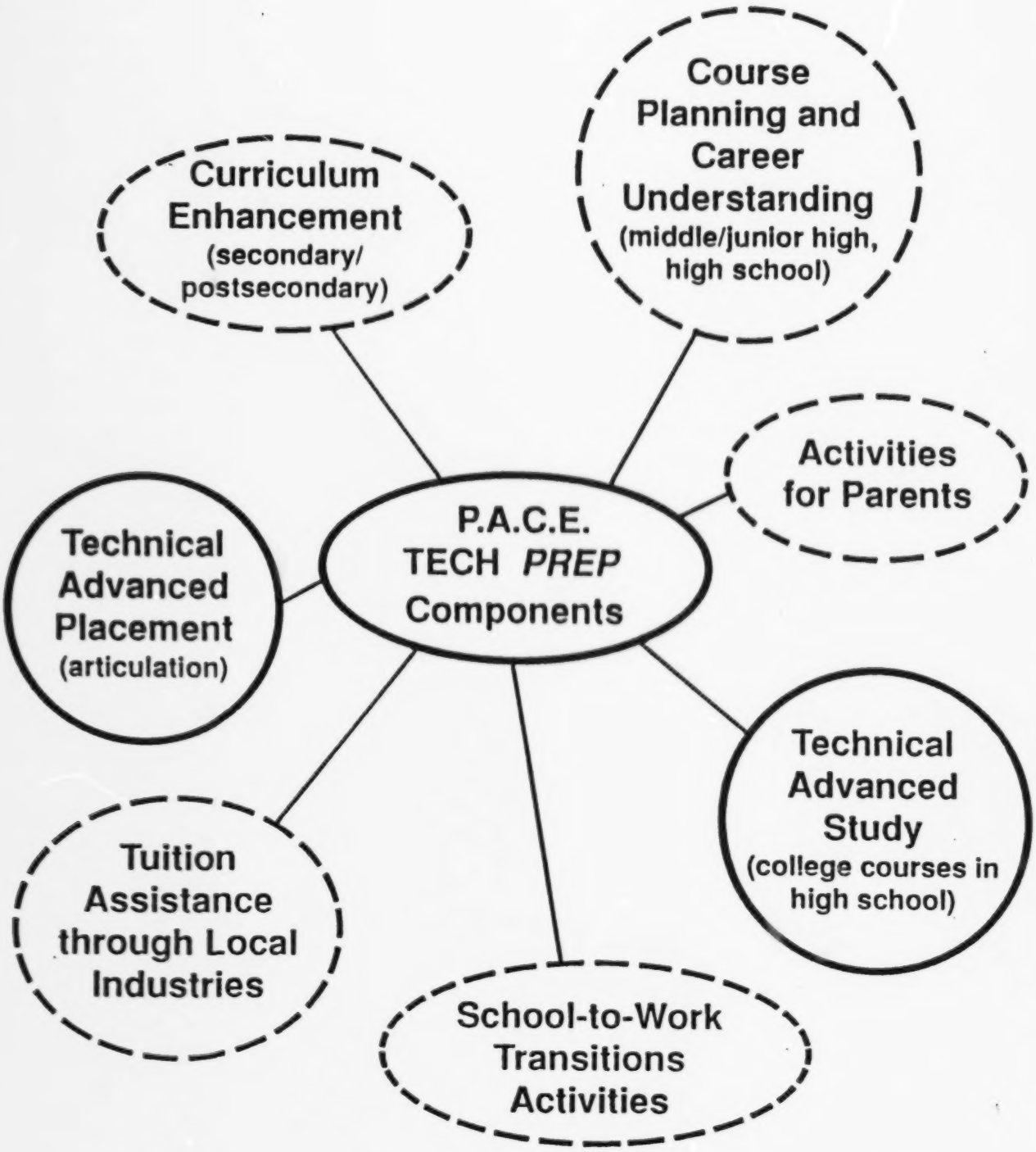


INDUSTRY

- Helping to shape secondary/postsecondary curricula
- Contributing ideas, materials for new teaching/counseling activities
- Sharing insight/experience with students, faculty, parent groups
- Helping to shape attitudes and behaviors of a new generation of teachers
- Helping to coordinate new school-to-work transition activities for students

PARENTS AND COMMUNITY

- Serving as advisors and supporters for educational achievement
- Sharing insight/expertise with student and faculty groups
- Supporting and encouraging effective school-to-work transitions and/or advanced standing opportunities


Course Planning and Career Understanding (middle/junior high, high school)
Curriculum Enhancement (secondary/ postsecondary)
Activities for Parents
P.A.C.E. TECH *PREP* Components
Technical Advanced Placement (articulation)
Technical Advanced Study (college courses in high school)
Tuition Assistance through Local Industries
School-to-Work Transitions Activities

(Dotted lines indicate areas where business/industry involvement occurs.)

P.A.C.E. MODEL FOR TECH PREP

Career Understanding for Mid-level Technologies

(grades 6-8)

Tech Prep Curriculum

(grades 9-12)

Introduction to Technologies

(grade 9)

Academic Base	+	Technology Base
➤ sequentially build students' academic skills ➤ use new and/or enhanced courses ➤ incorporate applications from four career cluster areas* ➤ use applications from local employers		➤ use existing vocational/occupational courses ➤ students select courses to meet career goals and to qualify for advanced placement

Postsecondary (two-year college) with advanced standing

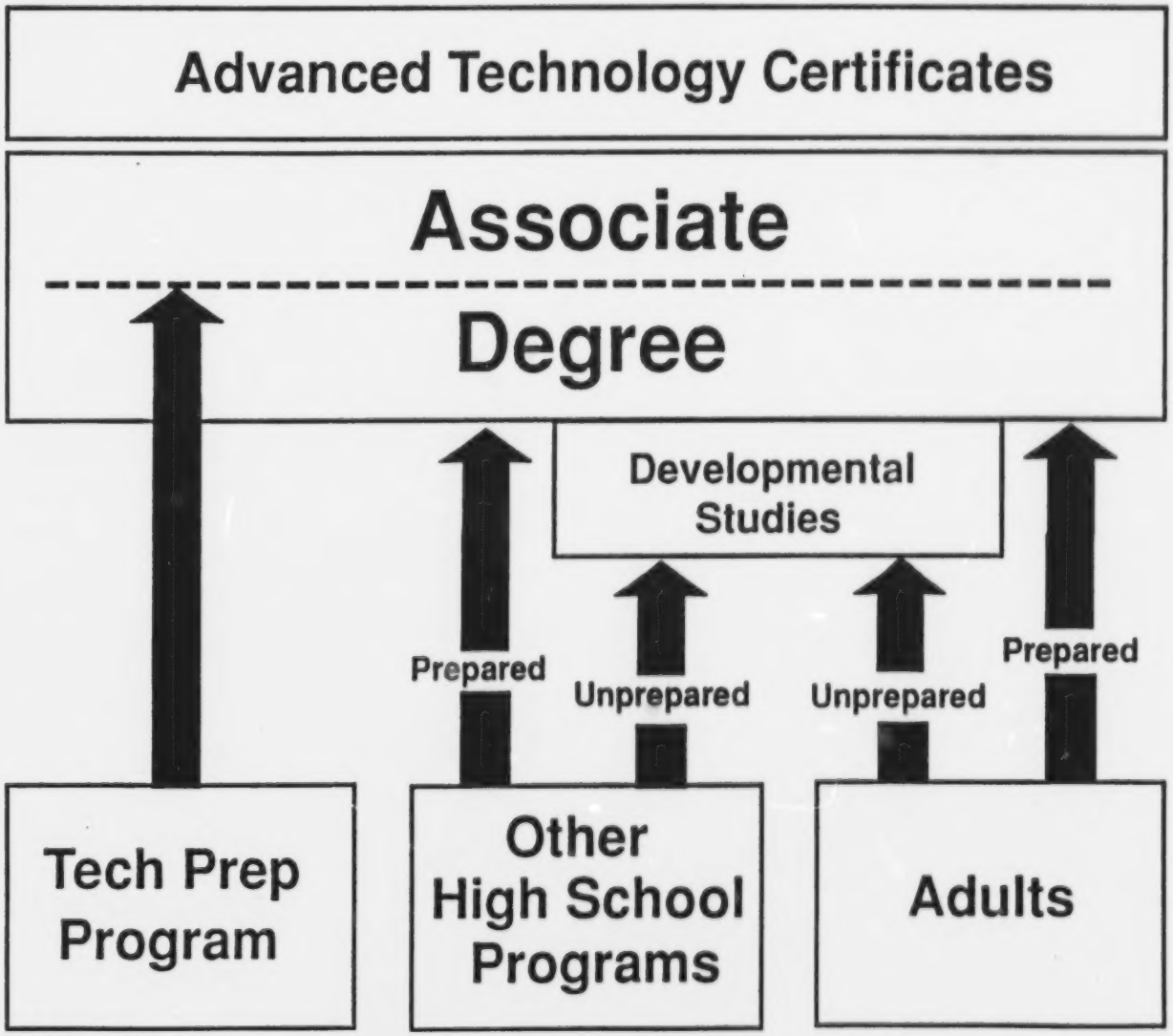
- ➤ Technical Advanced Placement (articulation)
- ➤ Technical Advanced Study (college courses taken during grade 12)

certificate | diploma | associate degree + option to earn certificate in advanced technologies

workforce/mid-level technology positions:

- industrial/engineering technology
- health technologies
- public service technologies
- business technologies

PACE MODEL: Methods of Entry



P.A.C.E. Model for Tech Prep

- Concept is flexible and can be adapted to meet needs, interests, resources of individual districts, regardless of district/school size.
- More cost-effective to develop/implement than other models—however, costs exist in terms of course materials, faculty time for curriculum development, faculty/staff training, promotion.
- Can offer districts the opportunity to reduce "tracking" and to improve focus of programs by offering two curriculum options: College Prep (baccalaureate-bound or transfer-bound) and Tech Prep (two-year college-bound for career degrees or workforce).

  Students who complete Tech Prep and <u>then</u> decide to pursue a bachelor's degree can enter a University Transfer program in a two-year college (with less need for remediation than from the previous general "track" option) and transfer into a four-year degree program.

- May reach as much as 60% of high school population (students currently enrolled in vocational/general education programs).
- Middle school/junior high component provides "frame of reference" for curriculum option in high school.
- Applied academics start in grade 9—provides continuity in instructional approach and develops career understanding as part of academic courses, helps promote district/school vocational offerings.
- Mission of vocational education remains skills-preparation but is expanded (and promoted) to include preparation for postsecondary study.
- Advanced placement (with credit) is available for all postsecondary programs in vocational and academic subjects.
- Students will have option to graduate with 2 credentials in the time it would normally take to finish an associate degree (initially for programs with time-shortened articulation)—<u>or</u> students may graduate with 2 credentials in 1-2 quarters beyond normal associate degree.
- Current vocational programs are not put "at odds" with Tech Prep—the program will increase vocational enrollment and will result in students entering vocational courses with stronger academic skills.
- Sets stage for curriculum enhancement in vocational areas (students can learn more, faster when they enter with stronger academic skills).

- Provides incentives for students to achieve academically, stay in school, and to pursue postsecondary education through:

  —hands-on, applied academics

  —more motivation to learn academic concepts by providing greater relevancy to "real world" (and when students are more motivated to learn, teachers are more motivated to teach)

  —greater involvement in skills-based vocational courses

  —advanced placement and/or Technical Advanced Study

  —availability of co-op, industry-sponsored tuition/employment programs

  —opportunities to graduate early from college, carry lighter course loads in beginning terms, and/or to graduate with two postsecondary credentials and advanced skills

(May, 1990)

ATTACHMENT B

SAMPLE

Westside High School
Tech Prep Curriculum

Middle School
(Career Awareness/Mid-Level Technologies)

High School
- *core academic courses with applications*
- *occupational/Career Center courses*
- *counseling for Technical Advanced Placement credit at area technical colleges*

Workforce
- *entry-level positions*

Two-Year/Technical College
- *up to 1 year of credit*
- *occupational degrees*

Workforce
- *mid-level positions*

or

Two-Year/ Technical College
- *University Transfer (AA/AS)*

Four-Year College
- *up to 2 years college credit*

Workforce
- *professional positions*